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Latin Lessons for Beginners. By E. W. COY, PH.D., Principal of Hughes' High School, Cincinnati. (American Book Company.)

DR. COY has made a Latin book for beginners which differs from most Latin lessons in this, that there is not a dull page in it. However one may regard the plan on which the book has been made, there can be no doubt that the work has been well done. The publishers have contributed generously of excellent paper, clear type, unusually careful press work, and binding which would be worthy of a book of poems.

The 330 pages of the book may be divided, for the purposes of this review, as follows: Preliminary grammatical work, 56 pages; stories from *Viri Romæ*, 170 pages; selections from *Nepos*, 14 pages; *Cæsar B. G. VII (Vercingetorix)*, 13 pages; appendix, 36 pages; general vocabulary, 39 pages.

The general plan of the lessons is: 1) A short extract from the Latin text, 2) a vocabulary of the new words in the extract, 3) notes and observations on the text, including the paradigms of unusual or difficult words, and the development of some rule of syntax, 4) an exercise in sight translation (chiefly isolated sentences), 5) an exercise in translating English into Latin, 6) deviations suggested by the text. This order is not strictly observed, but recurs so often that it is evidently an exponent of Dr. Coy's idea of what a Latin lesson ought to be. Where a deviation from the normal order has been made, for the sake of variety or on account of a seeming necessity, the change does not seem to have been for the better.

There are some things which the Latin teacher will be glad to miss in Dr. Coy's book. Notably, there is no attempt to foster the idea that a pupil may *not* study Latin until he is through with his English grammar. No mention is made of this subject, yet the student who has mastered this Latin book will have advanced far toward a mastery of English. Though he began not knowing a verb from a horse, he will end with a fighting knowledge of grammar in general. Again, the iteration of the unimportant is spared. A judicious hand has arranged and recorded the dictates of a thoroughly pedagogic mind. The third thing which will be gladly missed is any trace of Ollendorf. There is no making of sentences *merely* to get in the words, or to fill out the line. This has been the more easily accomplished because every lesson after page 57

is based upon Latin text so prudently selected that no man, or boy, could fail to find himself interested in the story, and the imagination readily lends itself to the construction of new situations from which sentences for exercises may be developed. By no result is the use of a connected and interesting text more completely justified, if indeed it needs justification, than by the ease with which it may be used to disguise the drudgery of that practice without which there can be no real skill.

Dr. Coy's book is unquestionably one of the very best of its kind, but it enters a field which has, for years, been rather overworked. If anyone wants that kind of a book Dr. Coy's book will be preëminently the kind he wants. But either the plan of the book is wrong, which seems most likely, or no one, in all the ages, has risen up who could conceive and raise his monument therein. It takes a good teacher to write a good book of this kind, and when written by the best of us they are likely to meet with a limited sale, and to be of small service except to our own classes.

In a detailed criticism of the work it is impossible not to praise many things. The selection of the words *papa*, *entail*, *redeem*, *forego*, *footstool*, to show the short and long sounds of the several Latin vowels, is very happy, as is also the statement (page 11) in regard to the quantity of vowels, and of syllables.

The statement under *Syllabication*, that any combination of consonants which may begin a word goes with the following vowel, though frequently seen, must be rather trying to the tyro. The conjugation of *amo* in the pres. impf. and fut. ind. act. is given pages 13 to 18, followed by *monco* in the same forms pages 18 and 19, then by *audio* pres. and imperf. page 26. Why conjugation III is omitted between these pages and why *magnum bellum gerit* occurs on page 30 and *rego* on page 34 are fair questions.

The grammatical statements, so far as they concern etymology, seem too difficult for a beginner, especially as they usually precede the paradigms, and so preclude any possibility of inductive study; *e. g.*, in lesson XI the third declension is ushered in by a complete statement excellently compact and clear, in regard to *i* stems, and labial, palatal, lingual, liquid, and sibilant stems; then come all the terminations possible for words of this declension. On the next pages we find *princeps* . . . *corpus*, and, *seventy-five pages* further on, a good, but incomplete, illustration of *i* stems.

This illustrates how difficult it is for a book to be a consistent and compendious grammar, and not a grammar, at the same time. Would it not be better to put into a beginner's book only those things which a beginner ought to remember (and the distinction between *i* stems and *consonant* stems is one of them), and so to arrange these essential things as to encourage memory in its efforts which are at their best so often futile?

On page 59 a perfect passive participle is introduced, although the conjugation of the passive voice is not begun nor hinted at until page 83. The division *moneba-tur*, *moneb-itur* on page 85 is seemingly inconsistent, and is certainly open to criticism.

In syntax the statement is made that a predicate noun after a *neuter* or passive verb takes the same case as the subject. This rule is designed as a *sort* of induction from the study of the expression: "quis esset eorum avus." Other similar instances might be cited.

The *opportunities* for inductive study are numerous and excellent, but opportunities, as we well know, make thieves. Nothing but the sternest necessity will make a boy do for himself anything which he finds done to his hand, and done better than he can do it. It has been suggested that Dr. Coy has, in this book, caught the spirit of laboratory methods in Latin. There is every evidence that this is true, but he has not so arranged his book that it will be "apt to teach" that spirit.

A word about the pictures. A crown is used for a tailpiece in the lesson on *Agricola ranas audit*, and a crown of another kind appears after the lesson on the perfect of *amo* and *moneo*. The anchors under *Parvulos alveo imposuit*, are more appropriate. The picture on page 84 should be labeled, as well as the questionable tomb on page 69. The Bronze Wolf, page 72, is worthy of sincere praise, and is really illustrative of the text, *Lupa . . . ubera eorum ori admovit*. The transfer of this Latin into the English (page 73 note) "*moved her udders to their mouth*," leaves much to be desired.

But the spirit of faultfinding may well be checked by the goodness of the book before us. It shows, as before stated, the utmost care and remarkable skill, and especially a profound knowledge of Latin. These are the three qualities which make it worth while for a man to write a book. *Mōns*, *montis*, *pōns*, *pontis* are perhaps matters of taste; *mōlēs* (general vocabulary) and *molēs* (special vocabulary) are inconsistent; *sessor* (special vocabulary) does not appear in the

general vocabulary, though, so far as compared, all the other special vocabulary words are incorporated into the general vocabulary.

The errors are very few and the whole book shows how careful its author and his colleagues were; nevertheless it lacks an index, which would double its value.

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Studies in Structure and Style. By W. T. BREWSTER, A. M.,
Columbia University. New York: Macmillan & Co.

MR. BREWSTER'S "studies" are designed to furnish practice in the analysis of English prose by students in the freshman year in college or in the higher classes of the secondary school. They may be used with any good text-book of rhetoric, but are specially designed to follow Professor G. R. Carpenter's Advanced Exercises. As a base for his studies the author selects short whole compositions, as follows: Froude's chapter on The Defeat of the Spanish Armada; Stevenson's chapter called Personal Experience and Review, from The Amateur Emigrant; Mr. John Morley's essay on Macaulay; Arnold's On the Study of Celtic Literature; Mr. Bryce's Chapter, The Strength of the American Democracy; Mr. Ruskin's introduction to The Crown of Wild Olive; and Cardinal Newman's introduction on What is a University.

It will be seen that these papers are admirable examples of perspicacious structure, though most of them do not illustrate to the full their authors' distinctive charms of style. This is quite as it should be in a volume intended for freshman; the student at this period is likely to profit more by practice in logical analysis than by pursuit of such rainbow colors as flash through the style of The Stories of Venice, or the later works of Stevenson.

The "studies" of Mr. Brewster are practical and progressive. They aim at leading the student to an analysis that depends rather on common sense and literary feeling than on minute mechanical methods. They begin with less complex examples and proceed to the more complex. They keep on safe ground and apply tests that any freshman can learn to apply. They do not forget that the object of the analysis is after all to increase the student's power in composition.